



## **Grading and Assessment Belief Statements**

The purpose of assessment is to improve student learning.  
Teachers will use assessment and grading practices that accurately measure student performance.  
Grades will reflect what students know, understand, and are able to do.  
Grades will be based on a variety of high-quality common summative assessments.  
Students should be involved in the assessment and grading process.

### **Required Best Practices for 2012-2013**

#### **1. Developing and Giving Assessments**

- Align assessments to clearly defined learning targets.
- Base learning targets on state or national standards and anchors.
- Use collaboratively-developed common formative and summative assessments in all grade levels and subject areas.
- Plan and use frequent and varied assessments, including tests, quizzes, assessment prompts, conferences, multiple draft writings, questioning, discussions, and direct observations of students working to accurately measure students' knowledge and skills.
- Provide multiple opportunities for students to show understanding, after re-teaching and/or remediation.
- Continually review and revise all assessments for curriculum alignment and quality.

#### **2. Using Assessment Results**

- Collaboratively review assessment results to plan and prioritize future instruction.
- Use feedback to move learners forward in their understanding.
  - Communicate to students what was done well and what should be done to improve.
  - Give feedback on both formative and summative assessments.
- Use assessment results to prioritize future differentiated instruction.
- Use evidence from summative assessments to determine course grades.

#### **3. Reporting Academic Achievement**

- Report behavior, effort, and participation separately from academic achievement. <sup>1</sup>
- Base grades on summative assessments and tasks.
- Base report card grades on the most current evidence from a unit of study, rather than an average of assessment scores.
- After reassessing, record the most current summative assessment score as the grade.

#### **4. Dealing with Late Assignments**

- Score late work for achievement, not punctuality, which should be reported separately.
- Record incomplete work as "Incomplete" until it is made up.
  - Use available resources to get students to complete missing/late work. <sup>2</sup>
  - Communicate with parents when students are not completing work.
  - Set a specific deadline for incomplete work to be made up; until the work is completed, use appropriate consequences to encourage work completion and to change future behavior.
  - If the work is not made up by the set deadline, record the grade based on existing evidence of the student meeting the learning goal. Lack of evidence may result in a zero.
  - In extreme cases, teachers should refer students to the student concerns process.

#### **5. The Purpose and Grading of Homework <sub>3</sub>**

- Use homework as practice, previewing, or extension of material and/or skills, with the primary purpose of providing feedback to students.
- Base the amount and type of homework on the age and needs of the students.

#### **6. Students should be involved in the assessment and grading process.**

- Students should be given opportunities for self-assessment.
- Students should be taught to use formative assessment results to improve and adjust their learning tactics.

1

Students who plagiarize or cheat will be referred to the building ethics board who will determine appropriate disciplinary consequences.

Bell ringers, exit slips, and practice sheets, should not be calculated into grades. Essays and projects, even when done at home are not “homework” as used in the context of this statement.

2

Determine why students are not doing the work (lack of understanding of content vs. non-compliance vs. competing demands for the student's time)

- Lack of understanding - peer tutoring, office hours, teacher tutoring,
- Noncompliance - academic accountability, contact advisor, teacher detention, phone call home
- Competing demands - consider modifying requirements through contracts; morning office hours

Then use the appropriate resource (academic accountability, teacher detention, peer tutoring, phone call home, guidance notification)

Teachers should communicate with parents when students are not completing work.

Incomplete work will be made up within a five school day period. During those five school days, students should be assigned teacher detention, academic accountability, after school academic support.

Incomplete grades will be reflected on ACADEL.

Students who end the marking period with an incomplete grade will be placed on ACADEL until the work is completed.

3

Teachers will record homework on Sapphire so parents see if students are doing it using this scale:

- Y= assignment was complete, on time, and mostly correct
- L= assignment was completed late
- R= assignment was complete and on time, but needed corrections.
- N= assignment was not done

No point value is associated with the Y, L, R, and N codes.

If homework is factored into the grade, it may count for no more than 5% of the overall marking period grade.